

Foundations of Learning: A Continuum of Skills for 21st-Century Learners

9TH GRADE LEVEL I

Students develop foundational skills. Level I students develop self-awareness, strategies, and tools to be prepared for the rigors of academic life. This parallels the foundational nature of content, which includes computational and written fluency; comparative understanding of the world by examining cultures; languages, and environments; foundational experiences with both visual and performing arts; and the development of scientific inquiry.

10TH GRADE LEVEL II

Students identify their talents. They develop intellectual curiosity and ethical responsibility. Level II students learn skills that demonstrate critical thinking to develop problem-solving strategies, coupled with healthy skepticism to develop a personal perspective. These skills complement the continued developmental nature of Level II content, which includes an understanding of inductive and deductive reasoning; persuasive written and oral discourse; exploration of information from an applied perspective; creation of hypotheses followed by collaborative collection of data to draw conclusions; and the ability to recognize source credibility.

Developed over a three-year period and through the research and collaboration of New Hampton School's academic leaders, *Foundations of Learning: A Continuum of Skills for 21st-Century Learners* assures students of a strong academic foundation that supports a skill-based, globally relevant curriculum.

11TH GRADE LEVEL III

Students investigate multiple perspectives to determine a personal position. As Level III students develop strategies and skills to be lifelong learners, they exhibit open-mindedness and ethical responsibility to their local and extended communities. These skills parallel Level III content, which includes functional analysis of data; employment of knowledge to appreciate aesthetic appeal, environmental problems, and world issues; critical thinking to create position statements; and independent research using conscientious evaluation of sources.

12TH GRADE OR POSTGRADUATE YEAR LEVEL IV

Students gain self-confidence and independence. Level IV students develop empathy, comfort with complexity, and ethical courage in a global community. These skills parallel Level IV content, which includes ability to debate through advocacy of position and viewpoint; application of various modes of discourse to enhance articulation of personal perspective; use of developed problem-solving skills to understand abstract ideas; and creation of interdisciplinary and multicultural connections to demonstrate comprehensive understanding.

9th Grade/Level I

WRITING	<ul style="list-style-type: none"> ▪ learn basic grammar, sentence mechanics, paragraph structure ▪ engage in personal writing ▪ employ multi-paragraph structured formal writing
READING	<ul style="list-style-type: none"> ▪ develop active reading strategies ▪ read for comprehension and content
PROBLEM SOLVING	<ul style="list-style-type: none"> ▪ establish computational fluency ▪ identify cause and effect ▪ introduce inductive and deductive reasoning ▪ make predictions using contextual clues
TECHNOLOGY	<ul style="list-style-type: none"> ▪ learn Word, e-mail, Garage Band, and search applications ▪ recognize Internet safety and source credibility ▪ learn cross-platform skills: attachments, file, and password management, help sources, and printing
RESEARCH	<ul style="list-style-type: none"> ▪ cite all sources ▪ introduce and explore primary and secondary sources (Web and non-Web) ▪ learn how to form essential questions ▪ develop thesis with teacher guidance
ORGANIZATION	<ul style="list-style-type: none"> ▪ learn how to use the planner to make and follow a daily schedule ▪ develop system for organizing books and school supplies ▪ create an effective study space
NOTE TAKING	<ul style="list-style-type: none"> ▪ learn strategies to record information from a variety of sources ▪ learn to review notes as a study aid
SPEAKING	<ul style="list-style-type: none"> ▪ participate in classroom discussion using clear articulation, appropriate eye contact, and stature ▪ exhibit awareness and thoughtful timing when sharing prepared information ▪ audience: individual to individual
AWARENESS	<ul style="list-style-type: none"> ▪ identify preferred learning styles and personal values ▪ acknowledge understanding and when assistance is needed ▪ identify personal ethical responsibility
CREATIVITY	<ul style="list-style-type: none"> ▪ understand knowledge base and processes to generate ideas

10th Grade/Level II

WRITING	<ul style="list-style-type: none"> ▪ write to share content, creative writing ▪ introduce and defend argument ▪ develop topic and thesis, transition between paragraphs ▪ demonstrate external point of view through use of credible evidence ▪ write collaboratively using both peer/self editing ▪ utilize vocabulary, sentence manipulation using punctuation, and additional mechanics to vary sentence structure and tone
READING	<ul style="list-style-type: none"> ▪ use active reading strategies and contextual clues ▪ read for connections
PROBLEM SOLVING	<ul style="list-style-type: none"> ▪ practice computational fluency ▪ use inductive and deductive reasoning to solve problems ▪ use critical thinking to make data-based conclusions
TECHNOLOGY	<ul style="list-style-type: none"> ▪ learn Excel, wikis, social networking, iMovie, electronic honesty, and Internet filtering ▪ develop Word, e-mail, Web presence and etiquette ▪ identify source credibility ▪ learn cross-platform skills: CD, DVD, and flash drive
RESEARCH	<ul style="list-style-type: none"> ▪ organize research team and define roles ▪ support a thesis using credible sources ▪ use research process to ask essential questions followed by sub-questions
ORGANIZATION	<ul style="list-style-type: none"> ▪ learn to balance academic and co-curricular responsibilities with personal time ▪ use planner to record daily and long-term assignments accurately
NOTE TAKING	<ul style="list-style-type: none"> ▪ identify and record information from a variety of sources
SPEAKING	<ul style="list-style-type: none"> ▪ organize and articulate question-and-answer skills ▪ combine media from multiple sources into a cohesive presentation ▪ audience: peer group
AWARENESS	<ul style="list-style-type: none"> ▪ foster curiosity, emergence of passions, healthy skepticism ▪ reflect on personal values, set and obtain goals ▪ develop ethical responsibility to peers
CREATIVITY	<ul style="list-style-type: none"> ▪ create with purpose and intent using given resources ▪ develop intuition and problem-solving skills ▪ identify talent

11th Grade/Level III

WRITING	<ul style="list-style-type: none"> ▪ write with fluency and understanding of purpose and audience ▪ use credible evidence, support thesis with analysis ▪ learn formal research writing, multi-page, single audience ▪ write formal letters and e-mails
READING	<ul style="list-style-type: none"> ▪ scan and skim ▪ recognize theme/motif ▪ read for connections
PROBLEM SOLVING	<ul style="list-style-type: none"> ▪ use more sophisticated computational techniques ▪ advance the use of inductive and deductive skills
TECHNOLOGY	<ul style="list-style-type: none"> ▪ create content: Powerpoint, blog, iMovie ▪ evaluate source credibility ▪ learn cross-platform skills: combining media source, scan, PDFs, and graphs
RESEARCH	<ul style="list-style-type: none"> ▪ apply essential questions to create a thesis ▪ use varied sources to support thesis ▪ seek multiple perspectives ▪ interpret research and use research cycle independently with essential questions followed by sub-questions
ORGANIZATION	<ul style="list-style-type: none"> ▪ balance academic and co-curricular responsibilities with personal time ▪ use planner to break down long-term assignments
NOTE TAKING	<ul style="list-style-type: none"> ▪ synthesize and record information from a variety of sources with minimal teacher direction
SPEAKING	<ul style="list-style-type: none"> ▪ articulate argument and rebuttal ▪ lead presentations ▪ audience: small group presentations and school community
AWARENESS	<ul style="list-style-type: none"> ▪ exhibit open-mindedness and develop lifelong learning strategies ▪ take responsible risks ▪ recognize and appreciate alternative perspectives ▪ show ethical responsibility to community
CREATIVITY	<ul style="list-style-type: none"> ▪ articulate personal voice and intent ▪ develop sensitivity to aesthetics

12th Grade/Level IV

WRITING	<ul style="list-style-type: none"> ▪ learn basic grammar, sentence mechanics, paragraph structure ▪ write with fluency, adapt purpose to audience ▪ analyze evidence, challenge existing explanations ▪ structure and organize various modes of discourse ▪ utilize figurative language
READING	<ul style="list-style-type: none"> ▪ link text to world, reading for connections ▪ recognize authenticity of voice, entirely self-directed ▪ engage fully and question author while reading ▪ apply vocabulary
PROBLEM SOLVING	<ul style="list-style-type: none"> ▪ apply sophisticated computational techniques independently ▪ use concrete information to develop and test hypotheses or to formulate abstract ideas
TECHNOLOGY	<ul style="list-style-type: none"> ▪ share credible content and make informed, adept technology decisions ▪ learn cross platform skills: podcasts and streaming
RESEARCH	<ul style="list-style-type: none"> ▪ seek multiple perspectives and multiple sources ▪ use critical questioning ▪ draw connections across disciplines ▪ develop and test thesis independently
ORGANIZATION	<ul style="list-style-type: none"> ▪ demonstrate personal accountability for time management, materials, college application process, and meeting deadlines
NOTE TAKING	<ul style="list-style-type: none"> ▪ interpret and record pertinent information from a variety of sources
SPEAKING	<ul style="list-style-type: none"> ▪ modify inflection, humor, and emotion to fit purpose; use improvisation skills ▪ advocate positions and debate viewpoints ▪ audience: global community
AWARENESS	<ul style="list-style-type: none"> ▪ demonstrate empathy, comfort with complexity, self-confidence ▪ exhibit ethical courage to global community
CREATIVITY	<ul style="list-style-type: none"> ▪ use experience, knowledge, self, and/or media to articulate one's inner voice ▪ create with purpose

FOR MORE INFORMATION CONTACT:

JENNIFER S. BERRY

Director of Studies

Tel: 603-677-3505

Fax: 603-677-3483

E-mail: jberry@newhampton.org

DANIEL W. LOVE

Global Curriculum Coordinator

Tel: 603-677-3534

Fax: 603-677-3483

E-mail: dlove@newhampton.org

NEW HAMPTON SCHOOL

70 Main Street | New Hampton, NH 03256 | www.newhampton.org | 603-677-3400